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Radio's Place In The Teaching Of English

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WHEN THE FIRST radio broadcasting station went on the air in November, 1920, it met the same kind of reception that had greeted the "horseless buggy" a generation earlier. A fad, an amusing novelty, a limited source of entertainment for the idle-minded . . . these were the verdicts, and anyone who had then suggested radio as an effective educational medium would have been laughed out of school.

But radio stubbornly stayed with us, and in 1930 there were receiving sets in 40.3 per cent of American homes, and in 1935, 69.4 per cent of our homes had them. Elementary school children listened habitually to radio programs in their homes, and, becoming accustomed to it, were receptive in school to the influence of radio.

With the widespread acceptance of radio as an important factor in American civilization, the pendulum of opinion regarding its educational value swung to the other extreme. Weird dreams of the school of the future sprang up. There were visions of a huge mechanized system of education with the teaching being

done by mass production . . . the classrooms of the country linked by huge radio networks, with instruction broadcast from some central point and carried out by the pupils. The role of the teacher in the new machine was reduced to that of a watchman, someone merely to keep the dials twirled and the students listening. Naturally the teachers rebelled. They did not fancy becoming meaningless automatons in a factory system of learning. To them, modern education was something much more personal and intimate.

This was a needless alarm, however. Radio, no more than slides, movies, or textbooks, can take the place of the teacher in leading, inspiring, and guiding the experiences of school girls and boys. The rapid development of radio as an instrument of communication has brought the teacher an educational device that will supplement and enrich, but never supplant, her work. The new device has endless possibilities for education which are as yet but dimly realized even after a decade of experimentation with its use and value in the classroom. Today's teacher must learn to see the place of

radio in day-by-day practice, and accustom herself and her students to its presence as a commonplace in school equipment, no more unusual nor less important than textbooks, pictures, or educational films. Teachers who make this effort will find themselves amply repaid. Radio as an educational implement has proved to be neither a fad nor a threat to the existing system. It is a new force to be used with vision and intelligence to the greater glory of modern teaching.

Specifically, radio offers a number of valuable contributions to classroom procedure. It is timely, practically instantaneous, whereas textbooks are usually more than a year old and frequently several years old. It is wide-reaching, bridging the gap of space into remote rural schools in isolated districts as readily as into metropolitan schools in great cities. Radio is authentic, presenting speakers or reports backed up by authority and teaching pupils discrimination in regard to sources of information. It enriches the intellect by stimulating recognition of vital human problems and enriches the emotional life by stimulating appreciation of great music, literature, and drama. The best broadcasts are those which cause the listeners to think and feel.

What are the various techniques which the teacher, particularly the English teacher, may employ for best results in adding radio to her curriculum? There are three parts to the broadcast method of instruction, in all of which the teacher functions actively. First, preparation: setting the stage for what is to follow. The teacher will attempt to lead the pupils into formulating a definite purpose for listening and setting up various things to be noted—questions to be answered, diction to be observed, moods to be recognized, information to be gathered for future classroom or individual projects, Second,

listening: the carrying out of the purposes which have been set up, possibly accompanied by the taking of notes. And third, the follow-up: the gathering and evaluating of results through discussion, analysis, dramatization, reports, or the formulation of new questions or projects.

There are a number of sources to which the English teacher may go for information about broadcasts which can be utilized in her classes. Among the outstanding regular school programs are those presented by the Columbia School of the Air, Damrosch Music Appreciation Series (NBC), Ohio School of the Air, Wisconsin School of the Air, Rochester School of the Air, and Cleveland School Broadcasts.

The Columbia Broadcasting System prepares a booklet on The American School of the Air. So does the National Broadcasting Company for the Damrosch programs. The Ohio School of the Air publishes *The Courier*. The Wisconsin School of the Air has a special bulletin. The Rochester School of the Air sends out weekly advance notices. Columbia also publishes a mimeographed bulletin called *For The Student*, which describes coming features of particular interest. NBC publishes an *Educational Bulletin*, which appears monthly. All of these are available for teacher guidance and classroom stimulation.

Radio offers perhaps more assistance in the teaching of English than in other subjects. Except in comic or dialect sketches, which would usually be of little value to the curriculum, radio presents on the whole an acceptable standard of spoken English. The diction of announcers and professional actors and actresses who appear in dramatic sketches provides excellent examples of good speaking and, whether stressed or not, has a certain amount of influence through authenticity

and repetition. Classes may be led to listen critically to broadcasts, improving their "ear" for good English and training them to detect mistakes and correct them in themselves.

Whenever scenes or sketches from classics being taught are presented over the radio, there is of course an added dramatic appeal and animation of the characters for the students; and this adds immeasurably to understanding and appreciation. But where the content of the programs available does not fit, the teacher can still, in many cases, utilize the form. Pupils can learn to recognize narratives, poetry, plays, and sketches from auditory as well as visual evidence, and can glean an elementary knowledge of the structure of each form from the standpoint of composition.

Radio broadcasts provide timely and interesting topics for themes and speeches in the English class and may be worked into projects of dramatization or research in allied fields closer to the study course.

Many projects initiated by radio broadcasts may be followed through with great enrichment to the English curriculum. A class may listen to a program of scenes from *As You Like It*, for example. Guided by the teacher, children may be inspired to present their own program in the classroom or school assembly. One student, selected in a class contest in diction, would act as announcer. A part of the class would look up the important known facts of Shakespeare's life, to be used in introducing the program. Another group would write the facts in simple, effective form. The parts of the play to be presented would be studied with great care to determine the qualities of each character, the force of each scene, the meaning of each word and gesture. Parts would be assigned and rehearsed in

class with all the students as participants and critics. Research would be done on manners and customs, on costumes and dress of the day to assure authenticity of atmosphere and bearing, if not of actual appearance and trappings. And finally, after each performance, compositions might be written comparing the broadcast and the class presentation.

Many more and varying applications of the radio broadcast in the English class might be worked out by the individual teacher if she will inform herself of the programs available on the networks that reach her district. One interesting project would be to have the students suggest and work out their own correlations between radio programs and the subject matter under class discussion. What is needed most is the expansion of educational broadcasts and a serious effort on the part of the radio stations to co-ordinate their presentations with existing curriculums. This will be done only if the demand is insistent enough. Every teacher who inaugurates the use of radio in her classroom and checks the results is contributing to the development of the well rounded, completely equipped curriculum that is the ideal of education today.

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Radio Dramatizations in the Middle Grades

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RADIO IS a new force in the educational world. Its utilization is limitless on the one hand; whereas, on the other, it is very much limited. What can be done with this new force remains for the future, and for aggressive teachers, to discover. Its limitation is obvious. First, there must be either a broadcasting station at hand, or a sound system which can be used at will. In the second place, teachers must know something of the mechanical procedures involved in a radio production. Obviously there must be sound effects, and they call for materials, and a knowledge of how to produce them.

Most of these good things were at hand for me when I decided to introduce dramatizations in my class in literature for the middle grades.

I had been using original dramatizations in my classes for three years before I decided to try giving them over the radio. I would divide the class into groups of about seven or eight, with a leader for each group, whose duty it would be to call together the group and arrange the scenes and continuity of whatever classic chosen. One member might be assigned to look after the dialogue, another to care for the staging, and still another to suggest the costuming, if any. In this way I have had original dramatizations from such classics as Thomas Bailey Aldrich's *The Story of a Bad Boy*, *A Bend in the Road*, by Margaret Thomsen Raymond and *Caddie Woodlawn*, by Carol Ryrie Brink. Our

object would not be drama as a literary genre, with finished actors. Rather it would be effective interpretation of literature or history. The spirit of the book would be captured and presented in the interpretation. Just as dramatizing Mother Goose will often reveal to the primary teacher the true or false understanding held by the small children, so will dramatizing in the middle grades reveal whether or not the class has captured the real intent of the author of a book such as *A Bend in the Road*.

Obviously students who take this course are preparing to teach in the middle grades. In our work, consequently, we keep in view the psychological age of the boy and girl of ten or twelve. We try to get down to that level, for often a beginning teacher will fail because she does not understand the difference between the child of eleven and the teacher of twenty.

Dramatizing on any level in the primary and elementary field should be remotely guided by the teacher. The creation of scenes, setting, and costuming (or no costuming) should be determined largely by the pupils; otherwise much of the educational value of dramatizing is lost. These things show a real test of the child's conception of the story.

"Make believe," "let's pretend," and "play like" should not be too readily left behind by the child as he passes from the primary to the elementary grades. The teacher's desk can be almost any piece of furniture that the "stage manager" wants

it to be. The setting should be "improvised." Too much time should not be spent on getting ready. Of course, when a play becomes a project, then the teacher can utilize art, music, and home economics, perhaps all of the industrial arts as well. Of course, too, a study of reference works can be called for. But I am not so sure that too much of that kind of teaching, too much stress on research and correlation, will not defeat part of the artistic response and appreciation desired in literature. There is a place even in our very practical modern teaching, with all its scientific bearings, for some touch and go in our work. If literature is recreatory, let us keep it re-creative.

After the cast has given its presentation, it returns to hear the comments from the audience. In these periods of criticism I have been able to bring out some of the most effective lessons in this kind of activity teaching. Here is a chance to stress the necessity of thinking in terms of an audience or speech situation. A chance to emphasize clear tones in one's speech. A chance, briefly, to bring out all of the desired outcomes of such an activity.

But what happens when we transfer this activity to the radio? Many things. Certainly my students discovered many things they had never thought of in connection with broadcasting a program. It made them, truly, more efficient listeners.

The first radio program attempted by a group from the class was an historical incident of the Revolutionary war. The next was a continuity from *A Bend in the Road*.

Scenery was not needed. Costuming was unnecessary. But what must they do to make the incidents and happenings sound realistic? There were sound effects and music to care for. In the studio there could be no prompting. Signaling

must be resorted to. Some one had to announce the play, prepare the audience, or chance listeners, for a realistic reception. Some one had to help the listeners visualize a setting that might have existed, but did not! Just how loudly would the closing of a door sound on that particular microphone? Where should the student who was to reproduce the sounds of running horses, or the one who was to make the booming cannon sound real, stand? Clearing the dishes from the supper table was another problem.

Well, in the first play the students did not succeed in preparing the audience for the reception of the story. There was no "pre-viewing." In the second attempt, this was well done. In clearing the dishes from the table, they made noise which suggested throwing the dishes into the sink, with the consequent breakage. The slamming door came in louder than the cannon. And, for suitable music (!) to 'fade out' *A Bend in the Road*, the girl played "Going Home"!

Well, it was fun, and I believe valuable fun for those who took part and those who listened. The hour was not very valuable to our local station, 9:30 to 10:00 A. M.

While the group were giving the scenes, the remainder of the class listened to the performance over a set in my home.

The subsequent meetings were given over to discussing what was done right, and what wrong, and preparing for other programs to follow.

Not all teachers of literature in the elementary grades will have broadcasting studios convenient. Those who may have are not so likely to have managers who will permit them to use radio time for programs whose intentions are neither artistic nor universally entertaining.

(Continued on page 264)

Articulation of English Between Elementary and Junior High School

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MUCH HAS BEEN said about the articulation in English between the elementary and junior high schools. In examining such material one recognizes two points: (1) that the discussion is usually carried on from the angle of the upper level; (2) that the subject matter and skill are the major considerations. This paper will attempt to view articulation from the lower level.

Quite often one hears a junior high school teacher say that the pupils have not been taught this or that in the elementary school. The elementary teacher is often silent. She has a feeling of guilt, although she knows she has tried. It is seldom that she analyzes the situation sufficiently to recognize that growth has been made by the pupils and that she has achieved perhaps all she could at that time. Occasionally, however, one is heard to say that the pupils had developed to a certain point and that after entering the junior high school they had retrogressed instead of continuing to a better control. If the remarks of the teachers of the two schools are considered, it is evident that each school has standards and ideals which are essential in the development of the child, and that a greater mutual understanding is necessary if there is to be a closer articulation of the two departments.

There are four points to consider in discussing the articulation of the elemen-

tary and junior high schools; (1) the philosophies of the two schools; (2) the psychology of education and personality of children of the different ages; (3) the physiological growth of the pupils; and (4) the subject matter, habits, and skills to be learned in English.

The basic philosophy of the elementary school is the *growth of the child*, not in relation to any field of subject matter or skill, but as a whole being, as an integrated and adjusted self. The subject matter is made up of experiences vital to the broadening interests of the child's life and designed to give the child the best control of which he is capable, over the necessary skills. The method is built upon the child's interests, purposes, and desires, his participation in appropriate learning activities of value to him, and his own generalizations upon his experiences with the resulting changes, physically, intellectually, and emotionally. The standard of achievement is the child himself, his needs and capacities, and his growth in relation to them.

The junior high and the elementary schools have long agreed upon their philosophies of education, but the very nature of the organization of the junior high school has made the necessary curricular changes very difficult. Any plan of departmentalization has a tendency to isolate the fields of subject matter, placing the emphasis upon subject matter achievement rather than upon an integrated ex-

perience in the life of the child. Ideally, the learning activities of the elementary child center around units of experience built upon the interests, needs, and purposes of the pupils. Such units necessarily cross subject matter lines integrating for the pupil's use learnings in English as well as in other fields.

Experiments in elementary education have shown that the learnings in English from the integrated units of work are superior in quantity and quality to those of the isolated study or mechanized drill because the purposes and efforts of the pupils are stronger.

The elementary school would like to see an ever broadening use of the pupil's own purposes and his self direction in vital and integrated units of interest in the junior high school. Such a procedure would mean that the social studies, the science, and the English teachers, at least, would have to work in close co-operation, or better still, would be the same person.

The response on the part of many junior high teachers has been that they could not teach a subject out of their field of specialization. The school expects the learnings from these different fields to be integrated in the lives of the pupils, but still, after college preparation, the teachers themselves feel so inadequate in the related fields that they cannot help the pupils in their learning. Perhaps that is the key to the situation: too great emphasis is placed on the teachers teaching and not enough on the pupils learning.

The present organization of the junior high school has many advantages, but in the old organization the teacher was well aware of the needs of the individual pupils in English and saw to it that no opportunities of meeting those needs were lost. Under the present specialization the opportunities for growth in English in the content subjects are gener-

ally lost, and these are some of the really valuable opportunities for the pupils to learn.

The specialized teachers of the content subjects are generally aware of the pupil's deficiencies in the mechanics of English, but they are not aware of the specific skills needed, nor of the contribution they might make toward the pupil's control of those skills. Neither are they cognizant of the methods by which those skills should be developed.

The elementary school knows that at the end of the sixth grade many skills are not fully developed, and that much effort must be expended by the pupils in learning them. These skills must be learned in the subjects and situations where they are needed, as well as in language periods.

As viewed from the standpoint of skills and habits, English is largely a tool subject and has two functions in the life of the child: thought getting, and thought expression. The school success of elementary pupils is largely dependent upon their growth in these two functions, but they do not recognize this until some frustration discloses specific language needs. Nor will they put forth the necessary effort to gain control over the skills until they feel the frustration keenly.

Some pupils grow sufficiently in the elementary school to meet the standards set in English, others do not. This should not interfere with continuing to have clearly defined goals toward which the teachers and pupils in both the schools are working. Through the integrated units of work, the testing program, and the report card the elementary school has made an effort to define the English goals and to make each pupil conscious not only of his achievement but also of his specific needs.

Failure to meet the standard set for the elementary school in any one or more school subjects does not always mean that failure to pass the grade is desirable or wise for the pupil. Promotion is an expediency that is forced upon us by the crowded condition of the schools. If it were possible to treat the pupils individually, such a consideration would never be necessary. Failure to meet the standards in English is only one of the many points to consider in the promotion of pupils. Hence it happens that some pupils must be sent to the junior high school with a low level of achievement in English.

Under such conditions the junior high school cannot have any definite point in beginning its attack upon English. No steps in development can be skipped or hazily understood by any individual pupil. The tools of English are largely built one upon another, and it is the "checker board" development brought about by incomplete control of the contributing skills that makes the foundation in English inadequate. Growth is a continuous process, both mentally and physically, and must begin where the pupil is and continue at the rate of which the individual is capable.

Efficiency in the learning of English demands that time be saved for each child through a closer articulation between the grades and junior high school and between the subjects of the junior high school. If this articulation is to be improved, some plan must be devised by which teachers and pupils must know where they must begin and in what direction they must move.

For those pupils who have not reached the desired goals, the work is remedial. The first need is diagnosis, and all the teachers who come in contact with the child are as doctors. They must know the diagnosis and help plan and execute

the remedial measures. English is being learned all day and is a subject for which every teacher must be responsible. The English teacher may head up the study of the individual needs of pupils, make a definite contribution to the growth of the pupils, and be able to continue the growth of those pupils who have reached the desired goals, but she cannot achieve the desired goals alone nor apart from the other school subjects. Neither can the teachers of other subjects throw the whole responsibility on the English department. Every teacher must remember he is concerned with the development of pupils who do not see school subjects as separate compartments, but who are whole individuals using only that which has become an integral part of themselves.

Before the English program of the schools will be efficiently articulated, the English teacher must be able to know, through accumulative records from the elementary school, through diagnostic tests, and through reports from teachers of other subjects the definite needs of each pupil; the teachers of other subjects must be able to diagnose the English needs of the pupils in their subjects and be able to apply the remedy.

Such a diagnosis and record would cover a number of objectives and goals. Many cities and counties have made up such lists in relation to the English curriculum, but few have developed them in relation to the co-ordination of the elementary and junior high schools or between the school subjects. A list of goals may be set up for all these purposes. The elementary school realizes that less than fifty per cent of the pupils have a working control over necessary skills, habits, and knowledge, and that many of the pupils leaving the sixth grade are just reaching a stage of mental and physical

development when intensive efforts will be productive of the maximum results. There can be no set standard for achievement at the end of any period or division of the school. Continuous and sure growth for each individual child is essential if education is to be a continuous process. Each teacher and each department must assume a responsibility for achievement, not in relation to any field of subject matter, but in relation to the individual pupil, his needs, and his achievement.

A further consideration is the time element. In the elementary school half of the school day is spent in English activities while in the junior high school, aside for incidental activities of the other subjects, there is one period a day of usually less than one hour. This means a definite curtailment, if not an entire omission, of many of the activities which are still needed by the pupils to complete their control of this most essential tool of life and learning. More time given to English will be necessary if the language objectives are to be accomplished. Following is a suggestive list of English goals for both the elementary and the junior high schools.

OBJECTIVES OF THE INTEGRATED ENGLISH PROGRAM

I. Growth in the development of the skills and habits necessary to the study of the content subjects

- A. Ability to find needed information
 - 1. By using the index, appendix, and other helps of a book, or the alphabetical arrangement
 - 2. By reading and knowing when the information in answer to a specific question has been found
- B. Ability to select the important points
- C. Ability to select the explanatory information and sub-topics under the important points
- D. Ability to organize the important points in some desired sequence-outline

E. Ability to generalize and draw conclusions from facts read (This ability implies that back of the reading is real experience which makes vicarious experience from reading possible.)

F. Ability to remember information after it has been read (In many of the recent series of readers and social studies texts, this point has been neglected with the result that facts are found but not retained. Retention requires another step in study.)

G. Ability to follow directions or organization

H. Ability to use phonics, word analysis, content, dictionary and other means for recognition and understanding of new words (This ability also includes the habit of using these abilities when necessary. There is doubtless too great a gap between the meaningful vocabularies of the elementary school and the junior high school. It would seem that authors of junior high school texts believe that boys and girls suddenly mature at that level in their understanding of language. The fact of the matter is that many times the pupils are blocked in their understanding by the too rapid introduction of a technical and specialized vocabulary. Experience can be gained better from a more simple vocabulary.)

I. The skills and habits necessary to reference reading and research

- 1. Ability to locate definite information
- 2. Ability to use large library classifications
- 3. Ability to use card catalogue
- 4. Ability to use picture collection
- 5. Ability to take notes on reading
- 6. Ability to prepare report from notes

II. Habits and skills necessary to recreatory reading and leisure time enjoyment

- A. The habit of using part of the leisure time for enjoyment of reading both poetry and prose (At the end of the sixth grade some children have never yet read a complete book to themselves. Some have not yet cared to read many short stories. They are still in the picture book stage. Progress from the picture book stage to that of reading is being made even more difficult by the present trend in illustrated magazines and books. Many children naturally develop the desire to read while for others it is a slow process of development which must continue with the help and guidance of the high school teachers.)
- B. Abilities necessary to reading satisfactorily for enjoyment

1. Ability to recognize and get meaning of new words
 2. Ability to read rapidly—to skim, to understand the relationships of events and persons
 3. Ability to recognize and interpret the important events and incidents
 4. Ability to recognize and appreciate the characters of a story.
 5. Ability to visualize and appreciate scenes, locations, and situations
 6. Ability to get the whole meaning, and to understand the outcome
 7. Ability to recognize and appreciate a favorite author and know something of his style and diction
- C. The habit of selecting continuously a higher level of literature
- D. The ability to see in literature, situations and philosophies, which will help in interpretation of one's own life
- E. The habit of memorizing choice bits of literature for future use and enjoyment
- III. The habit and skills of enjoying and sharing reading with others
- A. Ability to recognize and pronounce difficult words
- B. Ability to enunciate clearly
- C. Ability to give meaning by properly phrasing sentences and by proper voice inflection
- IV. Growth in the formation of better habits and skills essential to effective oral and written expression
- A. The habit of desiring to express one's ideas, thoughts, and feelings
- B. The habit of seeing in their own lives experiences of interest which apply to the situation or about which others would enjoy hearing
- C. Ability to choose words better suited to express ideas (This is especially the responsibility of the teachers of the content subjects where new ideas are constantly being developed. Practice in the use of the new words learned is an essential part of the learning.)
- D. Ability to recognize and organize a sentence
- E. Ability to arrange a few simple sentences around a central idea in a paragraph
- F. The habit of and ability to stand on one's feet with ease and poise and present an idea
- G. Ability to speak distinctly so that listeners may understand
- H. Ability to choose the correct form of word to be used
- I. Sufficient knowledge of the parts of speech to insure control over them (Formal instruction in this phase of language should supplement the learning which occurs in real situations. The superior pupils will easily understand the function of the different parts of speech in their oral and written expression. The growth of the average and below average pupil will doubtless be slower, and much more practice over a longer period of time will be necessary for their achievement. It is necessary to present the most commonly used parts of speech in the elementary grades. It is a common practice in the junior high school to present a unit on the parts of speech somewhere in the eighth or ninth grade. The learning of the parts of speech should not be omitted, but should be practiced over a long period of time.)
- J. Ability to capitalize correctly the beginning of a sentence, word "I", proper names, months, days of the week, important words in a title, and the first word of a line of poetry
- K. Ability to use common marks of punctuation correctly
- L. Ability to write correctly a business and social letter, an invitation, a note of thanks and acceptance
- M. The habit of writing all important matters in ink
- N. The habit of desiring to spell words correctly
- O. Ability to spell a list of words essential to common written expression
- P. Habit of using an efficient method of learning to spell words (The elementary school endeavors to establish an efficient method of study, but many children cannot appreciate the value of studying in a certain way. Consequently the habit is not fixed at the end of the sixth grade. Practice in an efficient method of study under the direction of the teacher should continue in the junior high school.)
- Q. The habit of maintaining a high standard for the appearance of all written work
- R. Ability to write legibly and easily (In many junior high schools the practice of penmanship ceases as a special consideration. The elementary school cannot assume the responsibility of giving the pupils efficient control over the

skill of writing for many reasons. At the end of the sixth grade many pupils are just entering a period of better muscular control, and better letter form is just beginning. The sixth, seventh, and eighth grades is the period of rapid growth for many children. The length of the arm has much to do with the formation of letters. Hence the writing machine has entirely changed, but no attention is paid to the adjustment of that machine through definite direction and practice. Penmanship should be a definite subject in the junior high school.)

Summary

In summarizing, the philosophy of the elementary school would suggest that, in order to gain a closer articulation between the elementary and the junior high schools in the field of English, (1) there be a better mutual understanding of the standards and ideals of the two schools; (2) the integrated units of work be con-

tinued in the junior high school utilizing the pupils' purposes and self direction; (3) there be a more efficient use of the learning situations in English in the content subjects; (4) the widely varying levels of achievements of the different pupils be recognized; (5) there be no gaps in the language development of each pupil; (6) each pupil begin on his own level and continue to progress at his own rate; (7) the learning in English be largely remedial; (8) some methods of diagnosis and record keeping be devised to be used by both schools; (9) every teacher be responsible for the growth in English; (10) more time be allotted to English in the junior high school. Growth in English, more than in any other field, must be constant and sure, if education is to a continuous process throughout life.

RADIO DRAMATIZATIONS

(Continued from page 258)

But with sound systems within the school, or with even an improvised radio studio, these same educational outcomes may be accomplished. The production of one such play will do more to show the children about radio announcing and program giving than any amount of telling or reading can do. Furthermore, it will go a long way toward making them intelligent listeners. Such activities can

become the sound basis of lessons in appreciation of radio programs. So much of the work done in appreciation of motion pictures has to be done on an insecure foundation, since the pupils know very little about the actual production—how the thing works. In radio, we have a better chance to give the children first hand experience.

Suggestions For Correlation Of English With Other Subjects

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As a supervisor of upper grade English in the practice school of a state teacher-training institution, I have had this question put to me frequently by cadet teachers: What can I do, when I begin teaching, to bring about a certain desirable co-ordination between my own subject and other subjects in the school of which I become a member?

It seems to me most fortunate that our beginning teachers today are considering this matter of correlation of subjects as a vital and important aspect of modern education. Of course, the English teacher has always been faced with the prospect of teaching subjects outside his own field. If he is inclined to consider it his own particular cross in life to bear, I have attempted to point out how it may become his great privilege and opportunity. But chiefly I have hoped to impress upon him the viewpoint which seems to characterize modern educational thought upon this matter, namely, that the steps of the pioneer teacher of today lead surely along this path of correlation between English and every other subject in the school curriculum.

From such questions and attempted answers have risen the following comments upon this matter. It would be a source of regret were I to find them regarded as other than mere suggestions and statements of a problem, common enough, I am sure, which has come to my attention. In no way are they meant to be assertions as to the educational pro-

cedure of any teacher-training institution. By practice rather than precept is influence effected.

The Committee on Junior High School English of the N. E. A. once made the statement that every teacher in the school should share the task of developing correct and effective use of the English language. Correct handling of oral and written English by the pupil is not the exclusive teaching province of the English instructor. Such ideas, and the plans resultant from them, need not entail any radical changes in the school administration or curriculum; they do demand constant and co-operative effort. Since the public is beginning to demand more and more that the graduates of our schools be proficient in the use of our common language for daily work purposes, such a co-operative effort, on the part of all, becomes a common responsibility throughout all the grades. In the eyes of the public, the standards of English used by the pupil are coming increasingly to serve as an index of what the school from which he graduates stands for.

It is quite possible for every school to set up certain standards along this line to which the entire school may aspire. First, there must be leadership on the part of the principal. Second, standards of English usage must be agreed upon to which all adhere. Third, devices should be arranged which will enable all teachers to report on pupils' language habits. This is, clearly, an administrative detail.

Fourth, suggestions as to definite content changes and procedures should come direct from the English teachers.

The wise English teacher soon discovers that materials from other classes can be most effectively used in his own classes. Content subjects, especially history and science, open avenues of approach. Topics for compositions may be suggested by teachers of other subjects, or, better still, by the pupils themselves: topics which have grown out of their work in other classes. Some type of check system may be used to record the results an all-school English drive might secure, and these records subsequently publicized. One such system has been used.¹ A so-called "English Service System" grew up at Freeport High School, Freeport, Illinois, which might easily be adapted to elementary schools. It consisted of three blanks. The first was a blank sent out every Monday to all teachers in the school whereon were to be recorded all serious errors in English made by their pupils during the ensuing week. These blanks were collected on Thursday, their reports digested and recorded by a secretarial staff and placed upon the second blanks, and these latter sent to the English teachers in the school. The third blank was used by the English teachers as an index card for locating in their classes the pupils reported. The English teacher was thus enabled to place exercise and drill where it would be most effective.

Other methods have been tried out, somewhat simpler than the one outlined above. Double marking, for content and for English usage, is often effective. Special credit may be given papers written for other subjects if these be submitted to the English teacher by the teacher of the content subject. Similarly, papers of particular worth, written as

¹Bidwell, Alice, "An English Service System," *English Journal* (January, 1919), pp. 35-38.

compositions assigned in English classes upon topics which grow out of the work of other courses, may be submitted by the English instructor to the teacher in charge of the respective department with a view to special reward. Such a simple exchange of papers between departments may easily be effected.

Again, a certain correlation may be introduced if the teacher of the subject-matter courses will supplement his textbook and required reading lists with books from the voluntary reading lists which he may deem pertinent.

From even these few suggestions concerning certain rather informal correlations which are possible, one can see, quite readily, how any correlation demands a general cultural background on the part of the teacher. It implies that he shall have a grasp and penetration of the content of subjects outside his own narrow field. Such implications place upon teachers a heavier responsibility than the mere amalgamation, formal or informal, of courses in the curriculum. It would seem that the teacher needs to be an expert in all fields. Since this cannot be possible, the next best and logical thing to do is for two or more experts to combine their efforts, thus instigating a co-operative venture.

The association of English with other subjects is frequently brought about through the fact that many English teachers teach one or more subjects outside their own field. At the present time, the co-ordination of English with the social studies seems to have taken the center stage of interest in educational circles.

Co-ordination of English with the social studies may occur through three channels: social science content is frequently used in composition classes;

reading matter pertinent to the social sciences may be used in literature classes; literature may be assigned as supplementary reading for social studies classes. Through correlation with the social studies as well as with various other subjects in the school curriculum, it is possible to develop in the pupils' minds a life situation. Hence much of the usually unmotivated English composition work may be eliminated. Literature, too, becomes a matter of interpretation of life and its significance, rather than a mere list of book titles and names.

Certain more formal correlation between subjects may be made, still without radically altering the curriculum of the school or its administrative functioning. Combinations of English and social studies, English and elementary science, English and commercial subjects, and English and the arts immediately spring to mind as possibilities. Such relations may be highly informal, yet effective. The English-social studies combination seems especially pertinent, inasmuch as both involve similar learning techniques and situations—note-taking, oral reporting, outlining, diagraming, summarizing, preparing oral and written reports, and so on. Much of the content material of the social studies can be profitably and pleasantly enriched by literature. Such a combination course does not detract from the importance of either subject. It merely recognizes the fact that it is content, organization, and accuracy which the pupil needs to be able to express himself effectively; as such these become the

ideals to be attained not through two different approaches, but along a co-ordinated route. Most of this is a simple matter of normalizing experiences in English, of making literature seem real and vital to the daily experience of the child, as well as making history seem interesting, timely, and dramatic. It would seem that correlation, whether formal or informal, is the logical step to take when subjects are so closely related as to materials, procedures, and methods of workmanship.

By means of such informal correlations as have been pointed out here, one comes to see how, for the most part, practically all suggestions for association of English with other subjects in the school curriculum may be put into effect without radically altering the administrative set-up of the school. The chief goal to keep in mind is simply this: we aim to help the pupil to overcome his language difficulties wherever he encounters them, and incidentally to provide a means whereby his English marks may be the result of his use of oral and written composition in all his work. The pupil's ability in any field is measured in a large part by his accuracy and effectiveness of expression within that field. Moreover, the social utility of any subject is enriched by the proficiency with which the pupil reads and composes in fields related to that subject. Making the pupil realize that English usage is a vital part of the learning of any subject should be the goal of our efforts. Let us combine those efforts.

The Dictionary as a Spelling Aid

VALINE HOBBS

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IN ORDER to make the use of the dictionary easy, pleasant, and profitable, we have had in our fourth grade, a fifteen minute period of directed drills and exercises each day. But this period is simply a means to an end. If the children do not use the dictionary individually and independently, then they have not been taught the use of this most valuable tool. As a means of checking their individual and independent use of the dictionary, the following plan was used from November 19 until May 1, a total of 107 school days.

1. Each child was asked to bring from home an unused envelope. During the handwork period these were pasted inside the front of the dictionaries (each child owned his own dictionary) with the flap toward the inside of the book, thus forming a pocket.

2. Slips of paper, popularly called "tickets," like this insert, were then given to each child. Ten were given at first, but the box was kept where any child could get others as he needed them. Each child wrote his name on each ticket and slipped it into the pocket he had just made in his dictionary.

WORD	
Source	Purpose
Reading	Pronunciation
History	Meaning
Geography	Spelling
English	Syllables
Spelling	Abbreviation
Arithmetic	Synonym
Music	Plural
Art	Picture
Phys. Ed.	Use in sentence
Conversation	
NAME	

3. When a child used his dictionary for anything except the regular dictionary drills carried on during the directed periods, he recorded the fact on a ticket in the following steps:

a. On the line at the top of the ticket he wrote the word which he had found in the dictionary.

b. On the left side of the ticket he underlined source of the word.

c. At the right side of the ticket he underlined the purpose of his looking for the word in the dictionary.

d. He then quietly slipped over to an envelope tacked at a convenient place at the side of the room and dropped the ticket into the envelope.

4. At the end of the day the teacher collected the tickets, quickly checked them to be sure that names were on them and that both source and purpose had been checked, wrote the date on the back, and filed them where the children did not see them any more. Great care was taken in observing the following practices:

a. It was absolutely voluntary on the part of the child, but if he used the dictionary, he was urged to make the ticket.

b. No child was rewarded for using the dictionary and making tickets; neither was any reprimanded for not doing so.

c. Only words found in the dictionary were counted. Words found in the dictionary section of other books could not be counted.

d. Using the dictionary during the directed dictionary period could not be counted.

e. No child knew how many tickets he had made until the teacher stopped taking them and began making tabulations.

During the time covered by this experiment, the eleven children in the fourth grade (there were also fifteen fifth-graders in the same room) looked up a total of 484 words in the dictionary. Of this number, 130 were listed as being looked up in order to learn the spelling. Of course, these children misspelled a great many words in that time, but it is interesting that they knew they could not spell certain words and that they would take the time and trouble to look for these words in the dictionary.

The list of words which they looked for in order to spell correctly is as follows:

Word	No. times occurring	Word	No. times occurring
knives	1	quail	1
leaf	1	rose	1
lieutenant	1	salon	1
lightning	1	sandwiches	1
load	1	secretary	1
loadstar	1	shapely	1
matches	1	shedding	1
Methodist	2	siren	1
middle	1	soccer	1
millar	1	stomach	1
mistake	1	storks	1
mistaken	1	story	1
ninety	1	support	1
nothing	1	thinnest	1
October	1	tile	1
Oklahoma	1	tobacco	1
peaches	1	valentine	1
peddler	1	waists	1
pencil	1	weight	1
peninsula	1	weird	1
perfectly	1	whispering	1
piece	1	wise	1
plural	1	women	1
potatoes	1	wonderful	1
prayer	1	world	2
present	1	worldliness	1
protect	1	yesterday	1
pumps	1		

Word	No. times occurring	Word	No. times occurring
alphabet	1	dyeing	6
ascended	1	Easter	2
banana	1	edge	1
bananas	1	electric	1
beautiful	1	electricity	3
bicycle	2	Episcopal	1
blanket	1	explorer	1
blankets	1	families	1
bluebonnet	1	fields	1
break	1	fireworks	1
breakage	1	forks	1
breakfasts	2	freeze	1
buses	1	freezable	1
buttons	1	fresh	1
California	1	friend	2
capital	1	friendly	1
carpenter	1	frighten	1
carpentry	1	fuzzy	1
character	1	grinder	1
chicken	1	grocery	1
chopped	1	hammering	2
collection	1	hammers	1
college	1	haulage	1
companies	1	healer	1
daughter	2	heavenly	1
different	1	hoeing	1
discipline	1	ironing	2
doctors	1	Jesus	1
dye	1	juice	1

Although the children made no note of the difficulty which necessitated the use of the dictionary, an examination of the above list of words shows the probable difficulties rank as follows:

plural forms	17.7 per cent
double consonants	13.8 " "
ing suffix	10 " "
ea difficulty	8.4 " "
ie and ei	6.9 " "
y as a vowel	6.9 " "
gh combination	3.8 " "
sc combination	2.3 " "
3 vowels together	2.3 " "
ch, ai, au, oa, and ed	1.5 " " each

The children enjoyed keeping a record of the words looked up in this way and begged that we continue after the time limit had been set. The total record showed that the greatest number of words looked up for spelling by any one child was 57, and the smallest was one.

Latin American Countries in Children's Literature

MARITA HOGAN *Mann School, Gary, Indiana*

MARGARET YESCHKO *Public Schools, Chicago, Illinois*

(Continued from October)

Lummis, Charles F. *The Enchanted Burro*. Chicago, Way and William Co., 1897. Grades 7-8.

Seven stories of Peru and Bolivia which were the result of the author's expeditions into South America—an older interpretation of these Latin American republics. All of the stories are true and varied in content, ranging from explorations into Incan ruins to stories of South American revolutions.

Lummis, Charles F. *The Land of Poco Tiempo*. Scribner's, 1934 (rev. ed.) Grades 7-8.

This classic of American travel in old Mexico is based upon the wanderings of the author, an admirer of the picturesque beauty of Mexico.

Malkus, Alida Sims. *Eastward Sweeps the Current*. Illus. by Dan Sweeney. Winston, 1937. Grades 7-8.

Good portrayal of the early civilization of Polynesian seafarers who explored the coast of South America from Peru to Guatemala a thousand years before Columbus. A thrilling story for older children to enjoy about the visit of Praj and Evi and Ta-mo to the early Mayan and Incan territories.

Malkus, Alida Sims. *The Dark Star of Itza: Story of a Pagan Princess*. Illus. by Lowell Houser. Harcourt, Brace, 1930. Grades 7-9.

Primitive Mayan civilization has been carefully reconstructed in this story. The elements of romance and adventure in the story exert a particular appeal.

Miller, Leo E. *Adrift on the Amazon*. Scribner's. Grades 7-8.

The longest river in the world furnishes the setting for this story of adventure.

Miller, Leo E. *Hidden People*. Illus. by Paul Bransom. Charles Scribner's. Grades 6-8.

An intriguing story of two American college boys who go to South America in search for adventures. The excitement involved in the search for the lost treasure of the Incas will hold the attention of every adventure-loving boy.

Miller, Leo E. *In the Tiger's Lair*. Scribner's. Grades 6-8.

A sequel to *Hidden People* in which the heroes of the latter return to the country of the Incas.

Miller, Leo E. *Jungle Pirates*. Scribner's. Grades 6-8.

A real boy's story of the South American rivers. It concerns the adventures of two boys interested in the preservation of egrets.

Munroe, Kirk. *The White Conquerors: A tale of Toltec and Aztec*. Scribner's, 1893. Grades 6-7.

Cortez, with a mere handful of persevering Spaniards, resolves to overthrow Montezuma and his Aztec priesthood.

Paine, H. *The Steam-Shovel Man*. Scribner's. Grades 7-8.

The construction of the Panama canal is the setting for this story.

Purnell, Idella. *The Forbidden City*. Macmillan, 1934. Grades 7-9.

Modern Mexico, with its atmosphere of mystery and intrigue, is an ideal setting for this type of story centering around an American boy and his companion.

Rolt-Wheeler, Francis. *The Aztec Hunters*. Lothrop, Lee and Shepard, 1918. Grades 6-8.

An early attempt in the field of juvenile literature to prove that the western hemisphere is not a new world, but one with heritage and tradition as noble and ancient as those of Europe. A Lacandone Indian boy, Qin, climaxes his adventures in the tropical forests of Honduras, when he discovers the key to Mayan historic writing.

Ross, Margaret I. *Land of the Williwaws*. Junior Literary Guild and Houghton Mifflin, 1934. Grades 7-8.

An account of the adventures of a thirteen-year old girl who proves that she can endure the hardships of a scientific expedition to Patagonia and the Falkland Islands as well as any of the boys in the party. A thorough study of nature in this environment is woven into the narrative element.

Sabin, Edwin L. *Into Mexico with General Scott*. Lippincott. Grades 7-8.

Historical fiction which will familiarize young readers with the thrilling phases of Mexico's later history.

Skinner, Constance Lindsay. *The Tiger Who Walks Alone*. Macmillan, 1933. Grades 7-9.

An American boy is a participant in liberating the peons of a South American republic. It reflects the patriotic ideals and the astounding courage of the natives.

Smith, Henry Justin. *Senor Zero*. Harcourt, Brace, 1931. Grades 7-8.

A boy stowaway on the first voyage of Columbus has many thrilling adventures in the land of the Caribs.

Stoddard, William O. *The Lost Gold of the Montezumas*. Lippincott. Grades 7-8.

The treasure hunt for lost gold will fascinate young boys.

Thomas, Margaret L. *Paulo in the Chilean Desert*. Bobbs-Merrill, 1934. Grades 7-9.

Paulo is an ambitious South American boy who grew up in the desert country of Chile. He typifies the modern middle-class Chilean youth.

Verne, Jules. *Giant Raft*. Scribner's, 1934. Grades 7-8.

The perilous Amazon River forms the background for this exciting story.

Verrill, A. Hyatt. *Before the Conquerors*. Appleton Century. Grades 6-8.

The story of the successful journey of an American boy to the ruins of old Peru.

Verrill, A. Hyatt. *The Treasure of Bloody Gut*. Maps and Decorations by the author. Putnam, 1937.

An archeologist, Dr. Hewlett, and his niece, "Jimmy", seek legendary treasure on an uninhabited island in the West Indies. Description of plant and marine life in the Caribbean.

White, Hervey. *Snake Gold*. Macmillan, 1926. Grades 7-8.

Clint, a young American boy, finds an ancient emblem and becomes a member of the company involved in the search for forbidden gold.

White, Robb III. *The Smuggler's Sloop*. Illus. by Andrew Wyeth. Little, Brown, 1937.

An adventure encountered by Tommy and Tobie on an island in the Caribbean. Their struggle with the Caribs, a barbarian Indian tribe, is recounted in this prize winning tale.

Wiese, Kurt. *The Parrot Dealer*. With Pen and Ink Drawings by the author. Coward-McCann, 1932. Grades 7-8.

The unusual story of a young boy's wanderings in Brazil to seek animals for his employer. The author-

artist visited Brazil and has incorporated authentic sketches of the country in this book.

Williamson, Thames. *Against the Jungle*. Illus. by Heman Fay, Jr. Houghton Mifflin, 1933. Grades 6-8.

Excitement among the Indian tribes in the Brazilian jungles. How two boys helped to find a missing scientist.

Williamson, Thames. *The Last of the Gauchos: A Tale of the Argentine*. Illus. by Frank Hubbard. Bobbs-Merrill, 1937. Grades 7-9.

Sympathetic portrayal of the race of the Gauchos and the adoption of a better form of life by Goya, the last of his race.

FOLKLORE AND FANTASTIC TALES

For the Younger Child

Belpre, Pura. *Perez and Martina: A Porto Rican Folk Tale*. Illus. by Carlos Sanchez. Frederick Warne, 1932. Grades 2-4.

The tragic romance of Martina, the cockroach, and Perez, the mouse. Particularly good to read to, or be read by, younger children who will appreciate both the story and the pictures.

Eells, Elsie S. *Fairy Tales from Brazil: How and Why Stories from Brazilian Folklore*. Dodd, Mead, 1917. Grades 3-4.

Eighteen stories, which embrace the traditional types of folklore, make up this collection. They have the added value of being authentic tales which are the heritage of the Brazilian child.

Eells, Elsie S. *Tales of Giants from Brazil*. Stokes. Grades 3-4.

Brazilian mythology is again treated by Mrs. Eells. The Brazilian parrot is the mouthpiece for these stories.

Eells, Elsie S. *The Magic Tooth and Other Tales from the Amazon*. Little, Brown, 1927. Grades 3-4.

The Amazon is a fascinating locale for these legends of South America.

Malkus, Alida Sims. *The Spindle Imp: and Other Tales of Maya Myth and Folklore*. Illus. by Erick Berry. Harcourt, Brace, 1931. Grades 3-4.

Tales from Mayan folklore which are unfamiliar to English readers.

Purnell, Idella. *The Merry Frogs*. London: Suttonhouse Ltd. Grades 2-4.

Interesting collection of Mexican folk tales.

Purnell, Idella, and Weatherwax, John M. *The Talking Bird: An Aztec Story Book: Tales Told to Little Paco by His Grandfather*. Illus. by F. P. Dehlsen. Macmillan, 1930. Grades 3-4.

Ten delightful fairy tales of Mexico and the Aztecs. They are distinctive by reason of their unusual prefaces which portray contemporary life, and their epilogues, which make a practical application of the theme.

Purnell, Idella. *The Wisbing Owl: A Maya Story Book*. Macmillan, 1931. Grades 3-4.

Ten stories told to Tilim by his grandmother create in the mind of the reader a respect for the mythology of the Mayans, while the contemporary prefaces contain many sidelights on Yucatan civilization. It is the companion volume to *The Talking Bird*, both of which have a moralistic tone.

Smith, Susan Cowles. *Tranquilina's Paradise*. Drawings by Thomas Handforth. Minton, Balch, 1930. Grades 3-4.

A fantastic tale of the journey of a little angel to Paradise in company with many toy animals. Unusual fantastic illustrations.

For the Intermediate-Grade Child

Eells, Elsie, S. *Brazilian Fairy Book*. Stokes. Grades 4-5.

The author, a student of South American folklore, has transmitted to the child old folktales which have been collected from Spanish and Portuguese sources.

Horne, Richard A. *King Penguin: A Legend of the South Sea Isles*. Macmillan, 1925 (rev.). Grades 4-5.

Frances M. Fox has reintroduced this fantastic account of Percy Johnstone's adventures with King Penguin on the South Orkneys' Islands and Waibou Island. Wise King Penguin and his people endear themselves to Percy, an English lad, in a story that will delight younger children.

Hudson, W. H. *A Little Boy Lost*. Illus. by A. D. McCormick. Knopf, 1918. Grades 4-6.

A fantastic story of a child's strange adventures amid nature. Mystery and wonder surround this tale of Martin's experiences with legendary characters, animals, trees, etc. A childhood impression of nature in South America, which is autobiographical.

Martinez del Rio, Amelia. *The Sun, the Moon, and a Rabbit*. Illus. by Jean Charlot, Sheed and Ward, 1935. Grades 4-6.

Toltec, Aztec, and Spanish tales, which constitute the body of Mexican folklore, are told by the author, a native Mexican. Progresses from primitive explanations of the world to the conquest of Mexico in story form. Illustrations are unusual and typical of the myths themselves.

Rhoads, Dorothy. *The Bright Feather and Other Maya Tales*. Illus. by Lowell Houser. Doubleday, Doran, 1932. Grades 4-6.

These fairy tales, which have been inspired by the American excavations in Yucatan, endeavor to preserve the last traces of the old Maya religious superstitions. They have the story-telling flavor of tribal legends and are representative of South American folklore, since they have been obtained from Maya Indians in Guatemala and Yucatan.

Young, Christie T. *The Black Princess*. Illustrated by Florence M. Anderson. Macmillan, 1937. Grades 4-7.

Twelve Brazilian adventures about the Black Princess, the King-Cat, and other interesting and fantastic characters.

For the Older Child

Finger, Charles J. *Tales from the Silver Lands*. Illus. by Paul Honore. Doubleday, Doran, 1924. Grades 6-8.

This Newbery Prize book contains delightful tales of Central and South America. Nineteen stories represent various localities, different in tradition and atmosphere.

Skinner, Charles M. *Myths and Legends Beyond Our Borders*. Lippincott, 1898. Grades 6-7.

One part of this book is devoted to Mexican legends of ancient gods and goddesses. An older interpretation of folklore.

Skinner, Charles M. *Myths and Legends of Our New Possessions*. Lippincott, 1899. Grades 6-7.

The Caribbean Sea is the setting for a portion of this narrative.

NON-FICTION

For the Intermediate-Grade Child

Babson, Roger W. *A Central American Journey*. World Book Company, 1920. Grades 5-6.

Informative sidelights, told in story-book fashion, on the customs, produce, history, occupations, and life of Central America in 1916. Told from the viewpoint of an American business man interested in the commerce of the land. Drawings and sketches included.

Bronson, Wilfrid S. *Paddlewings: The Penguin of Galapagos*. Macmillan, 1931. Grades 4-6.

An interesting explanation, with pictures by the author, of the migration of the penguin family to South America.

- Brooks, E. C. *Stories of South America: Historical and Geographical*. Johnson, 1922. Grades 5-6.
A readable account of social science facts.
- Comfort, Mildred H. *Peter and Nancy in South America*. Beckley-Cardy, 1935. Grades 4-6.
Geographical material clarified by photographic plates. The trip of two interested American children enables them to learn much about the natural history of the country.
- Franck, Harry A. *Mexico and Central America*. F. A. Owen, 1927. Grades 4-6.
Interesting geographical reader which gives the child an insight into many fascinating phases of Latin American history and life. Illustrated with photographs.
- Godoy, Mercedes. *When I was A Girl in Mexico*. Lathrop, Lee, and Shepard, 1919. Grades 5-6.
This book, with its autobiographical approach to informational material, pictures every aspect of Mexican life. It is authoritative, being written by the daughter of Mexico's representative at the Pan-American Exposition.
- Hader, Berta and Elmer. *Green and Gold: The Story of the Banana*. Illus. by the authors. Macmillan, 1936. Grades 4-5.
The story of this favorite fruit, from its source to its marketing, is traced.
- La Varre, William. *Up the Mazaruni for Diamonds*. Marshall Jones, 1919. Grades 5-6.
How diamonds are unearthed in the jungles of Guiana.
- Lee, Melicent H. *Our Little Guatemalan Cousin*. Illus. by Leslie W. Lee. L. C. Page, 1937. Grades 4-6.
A real story-book survey of Guatemalan life made by Pedro and his cousin, Rita. Skillfully woven narrative and informational topics which make excellent reading for children.
- Lefferts, Walter. *Our Neighbors in South America*. Lippincott. Grades 5-6.
Geographical facts are learned by a tour of the country.
- Macy, Stella B. *Children of Mexico*. Illus. with photographs. Rand McNally, 1936. Grades 3-5.
An inexpensive book which contains brief, interesting items of information about the country, its customs, and its industries.
- McDonald, Etta B. and Dalrymple, Julia. *Manuel in Mexico*. Little, Brown, 1909. Grades 4-6.
A peasant with ideals as lofty as the mountains which inspire them discovers an aristocratic heritage in Mexico City.
- Nida, Stella H. *Panama and Its "Bridge of Water"*. Illus. with photographs. Rand McNally, 1915. Grades 5-6.
The complete story of the building of the Panama Canal. The approach is biographical.
- Plummer, Mary W. *Roy and Ray in Mexico*. Holt, 1907. Grades 4-6.
The record of an actual journey to several Mexican cities. It conveys a quantity of accurate information.
- Richards, Irmagard, and Landazuri, Elena. *Children of Mexico*. Illus. by Jo Laughlin. Harr Wagner, 1935. Grades 4-6.
Good stories to supplement history and geography work. A complete cycle of Mexican history told in a narrative manner.
- Smith, Susan Cowles. *Made in Mexico*. Illus. by Julio Castellanos. Knopf, 1930. Grades 4-6.
A real contribution to the appreciation of colorful Mexican art. It contains simple explanations of the craftsmanship of the Indians.
- Tee-Van, Helen D. *Red Howling Monkey: The Tale of a South American Indian Boy*. Macmillan, 1926. Grades 5-6.
First-hand information about the life of Arauta, an Indian boy. The author has enlivened the story with fascinating sketches.
- Thomas, Lowell. *Seeing Mexico with Lowell Thomas*. Illus. with photographs. Saalfield, 1937. Grades 5-6.
It covers Mexico in typical Lowell Thomas style, from city to farm, from fact to fancy. An account of this journey, on which the author was accompanied by Rex Barton, makes interesting supplementary reading for social sciences.
- VanDeusen, Elizabeth K. *Stories of Porto Rico*. Silver Burdett, 1926. Grades 4-6.
Instructive stories of Porto Rico that have a real narrative element. They are suffused with local color and skillful native characterization. The poet-author is an ardent admirer of all things Porto Rican.
- Wade, Mary H. *Our Little Cuban Cousin*. L. C. Page, 1902. Grades 4-6.
This book was written with the purpose of instilling in the reader a friendly attitude toward Cubans.

For the Older Child

- Banks, Helen Ward. *The Boy's Prescott: The Conquest of Mexico*. Illustrations in color by T. H. Robinson. Stokes, 1916. Grades 6-8.
Exciting account of the Spanish conquest of Mexico.

Banks, Helen Ward. *The Story of Mexico* (Including "The Boy's Prescott"). Illustrations in color by A. D. McCormick. Stokes, 1926. Grades 6-8.

Very similar to the preceding book, being a continuation of the history of Mexico to the present time. Because of that, it is a more valuable history.

Eells, Elsie S. *South America's Story*. Illus. by Frank W. Peers. McBride, 1931. Grades 7-9.

A comprehensive and authentic account of South America's fascinating history. It is so entertainingly told that it cannot but delight the young reader.

Gann, Thomas W. F. *In An Unknown Land*. Scribner's. Grades 6-8.

The Yucatan is the magnet for an archeologist's exploitation of its fascinating ruins. Young readers will thrill to this unusual account.

Guitteau, William B. *Seeing South America*. Row, Peterson. Grades 6-8.

A fascinating account of the author's trip through South America. Valuable information included in this book.

Hulbert, Winifred. *Over Mexican Border*. Friendship Press, 1935. Grades 7-9.

A comprehensive account of Latin American backgrounds. Our relationship with Latin America is an important feature of the book.

Hulbert, Winifred. *West Indian Treasures*. Illus. by Margaret Ayer. Friendship Press, 1930. Grades 6-8.

Several pilots explore West Indian islands in their search for suitable aviation fields.

Lang, Andrew (ed.). *The Conquest of Montezuma's Empire*. Illus. by James Daugherty. Longmans, Green, 1928. Grades 6-8.

Based on Prescott's *Conquest of Mexico*. This book portrays the downfall of the great Aztec empire under Montezuma. The account is told so as to hold the interest of every boy and girl. Very readable.

Lhevinne, Isadore. *Enchanted Jungle*. Coward-McCann, 1935. Grades 7-9.

In a search for the music of the natives of the Ecuador jungle, the author finds exciting adventure. A different setting for a story of a foreign land. Replete with unusual incidents of the interior and information about the Indians.

Morris, Ann A. *Digging in Yucatan*. Illus. with photographs. Doubleday, Doran, 1931. Grades 7-9.

A fascinating account of the reconstruction of Mayan ruins by a member of the archeological expedition from the United States.

Morris, Earl H. *The Temple of the Warriors*. Scribner's, 1931. Grades 7-9.

Native American architecture in Yucatan is restored by an archeological staff of Carnegie Institution. This book is the rich inheritance of the child in the field of scientific exploration and discovery.

Peck, Anne M. *Young Mexico*. McBride, 1934. Grades 7-9.

A story-book account of Mexican life and customs. Good illustrations by the author.

Prescott, William H. *The Conquest of Mexico*. Illus. by Keith Henderson. Junior Literary Guild, 1934, (rev.). Grades 7-9.

This is a simplified rendition of a scholarly two-volume edition of the *Conquest*. A readable account.

Sanchez, Nellie Van De Grift. *Stories of the Latin American States*. Crowell, 1934. Grades 7-8.

A comprehensive and chronological account of the development of each of our Latin American neighbors. Good reference material for advanced students in the social sciences.

Wilson, Lawrence. *Cortez, Conqueror of Mexico*. (Children's Heroes Series). Illustrations in color by T. H. Robinson. Dutton. Grades 6-7.

A stirring story of the adventures of the famous Spanish explorer and the Conquistadors. Excellent characterization.

* * *

Smither, Ethel L. *Around a Mexican Patio*. Friendship press. Grades 4-6.

This is one of a series of unit studies which will guide the teacher in her presentation of life in foreign lands. Each volume in this series, published by the Friendship Press, includes suggested activities, factual and narrative accounts suitable for the children themselves, and a complete bibliography. These units include material on the South American countries and are available for primary and intermediate pupils.

Elementary School Language Textbooks*

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(Continued from May)

Note: Parenthetical numbers refer to items in the bibliography which appeared in the March, 1938, issue.

Lyman (25) in 1924, Hamer (20) and Anna Van Brussel (29) in 1929, Long (24) in 1933, Laun (22) in 1934, Lawson (23) in 1935 and Dawson (18) in 1936 reported analyses of textbooks with the purpose of determining the general nature of the contents of English books. Lyman (25) found that fully a half of the actual contents of seventh and eighth grade textbooks was devoted to grammar but, in agreement with the other investigators just named, that there were very wide variations among the books. These books analyzed in 1924 stressed the separation of expression and drill, the creation of vital expressional situations, and the association of school experience with life activities; but as Dawson (18) found still to be true in 1936, the use of objective standards and measures was neglected. Oral composition was still too much minimized in 1924.

Hamer (20) in 1929 dealt with only six textbooks for the third and fourth grades. She found particular stress given to oral composition, the restriction of written composition—for the most part—to letter writing, considerable attention given to sentence sense but little to paragraphing, and strong emphasis on corrective work and language games. Apparently in the five years following Lyman's (25) publication, there had been noticeable progress in giving oral communica-

tion its rightful place in the English curriculum—unless the lower grade-placement of Hamer's and Long's books is responsible for the increased percentage of page-space accorded oral composition.

Long (24) in 1933 completed a page-space analysis and frequency-count of exercises in eight third-grade textbooks in English. Of the four major phases (composition, literature, extension and mastery of vocabulary, and mechanics), she found composition—particularly oral—to be most stressed. The standards that were generally emphasized were largely mechanical; for example, posture, manner of speaking, capitalization, punctuation, spelling, manuscript form for letters, deletion of redundant "ands", good beginning sentences, complete sentences, and interesting presentation of stories. While there was wide agreement on the mechanics to be included, there was wide diversity in the choice of items of correct usage. Appraisal and criticism were stressed; but there was little provision for individual needs and differences. Publishers apparently made very little attempt to render the physical make-up of the books attractive to the pupils. Long finally concluded: "While the texts differed markedly in details, general uniformity concerning the major phases of language instruction appeared to be characteristic of seven of the eight texts investigated in the study."

Dawson (18) in 1936 found in third and fourth grade books a trend toward unit-organization, inconsistent grade-

* The Sixth Annual Research Bulletin of The National Conference on Research in English.

placement of technicalities and items of correct usage, and no agreement on the specific topics for discussion, but considerable agreement on such general topics as animals, personal experiences, and personal conduct. The newer books were found to stress guidance, setting up standards, and presenting models or specimens; but little attention was given to organized thinking, self-appraisal, and revision.

Anna Van Brussel (29) and Laun (22) worked at higher grade-levels. The former analyzed six textbooks for grades five and six. Unlike the other investigators, Miss Van Brussel found a high degree of similarity in the list of skills for which the various textbooks provided. In general, her other conclusions agree with those of Hamer (20), who likewise completed her study in 1929. Van Brussel concluded: "On the whole, the subject matter of the texts has been prepared with the aim of making self-expression possible by furnishing the pupil ample opportunity and things in which he is interested and in respect to which he had had actual experience." (Page 96.) Laun (22), after his analysis of courses of study, workbooks, and textbooks to determine which specific expressional skills were being emphasized in the fifth grade, concluded that authorities in 1934 varied widely in their selection of skills to be stressed and that there was little correlation between courses of study, textbooks, and workbooks.

In 1935, Lawson (23) reported the results of (a) analyzing thirty-five textbooks for grades five to eight so as to determine their content and (b) examining fifty-three textbooks in order to ascertain the authors' objectives for the teaching of English. He was interested in finding out the degree to which authors of elementary language textbooks agree concerning the

content, the placement of materials, the objectives to be attained, and the drill to be accorded specific items. He made a frequency count for items of English mechanics and usage in regard to grade-placement and drill, and a similar count of the objectives. He came to the conclusion: "For all practical purposes, there seems to be almost no agreement among authors of these elementary language textbooks in regard to what content materials should be taught, where they should be presented, or in regard to the objectives whose furtherance is sought by the lessons presented." (Page 144.) This conclusion is in alignment with that of several other investigators, notably Akey (8), Cesander (14), Dawson (18, 30), Friest (15), Green (10), Lien (11), Lyman (25), Stormzand and O'Shea (7), and Martha Van Brussel (13). Apparently authors of textbooks "tend to follow their own inclinations and hobbies in determining what materials to include and emphasize in organizing their books." (31:95)

Rivlen (27) in 1930 made a study of the attitudes toward functional grammar held by associations of English teachers, classroom teachers, experts on the teaching of English, and writers of textbooks for the purpose of tracing the change in the emphasis given functional grammar. He found that the more recent textbooks stress functional grammar much more than did the books of thirty years ago. In the same year, Martha Van Brussel (13) made a study of the treatment given verbs. She determined the grade-placement and frequency of verb-usage drill in six series of textbooks published between 1925 and 1929 for grades three to eight. She found that only six verbs (*am, see, have, do, go, and come*) received consistent drill throughout the six series, these admittedly being crucial,

universal, and difficult. Of the 966 verbs tabulated, only 194 received a combined frequency of ten or more. Among those receiving considerable drill, there was wide variation in emphasis, the range being from 5416 mentions for *am* to only one mention for each of 195 verbs. While Van Brussel found very little classified drill on verbs in the books for the lower grades, she noted some unclassified drill.

Irwin (21) analyzed eight series of elementary English textbooks with the purpose of determining the inclusions and grade-placement of, and relative emphasis on, specific capitalization and punctuation skills. "In general, this investigation agrees with previous investigations that textbooks do not agree: (a) as to what should be taught; (b) in what grades the various skills should be presented; and (c) the amount of practice needed to acquire and maintain a skill." (Page 3 of abstract of thesis.) Irwin noted a general tendency for textbook writers to introduce skills at a lower grade-level than the one suggested by experts in the fields of the language-arts. Any given textbook was found to employ some certain type of approach for introducing nearly all the skills, "remembering the rule" being the one approach common to all the series. While nearly all the textbooks provided considerable variety in the practice exercises, certain exercises were found to be preponderant; namely, copying models, answering questions about the use of an item, illustrating its use, and remembering the rule. Real-life situations were seldom utilized for providing practice in punctuation and capitalization. The omissions from each book were believed to be sufficiently serious to obligate every teacher to supplement its contents if children are to master all essentials skills in capitalization and punctuation.

Check of Content Against Criteria

Eleven studies involved both the analysis of English textbooks and the checking of their content against certain criteria in order that present practices in teaching English might be evaluated. One investigator compared the offerings of textbooks with the recommendations of courses of study; three others checked the content of books against specified progressive tendencies; two evaluated on the basis of the findings of investigations and the statements of experts in the field of English; the remaining five compared the materials in texts with the actual usage of children or adults in their normal expression. Such investigations not only determine the nature of current practice but also afford opportunities for making constructive suggestions for the improvement of textbooks and of the teaching based on them.

Miner (39), in 1925, made a study primarily concerned with the analysis of 88 courses of study for the purpose of determining the status of language teaching in elementary schools. Included in his data were the results of analyzing the four series of elementary textbooks which were most frequently mentioned in the courses of study. In terms of page-space, the following ranked list indicates comparative emphasis in the books in use at that time: story-telling, word study, sentence study, poem study, written English, introduction to grammar, letter writing, picture study, oral English, correct English, dramatization, and use of capitals. The oral work, which was largely concentrated in the early grades, was rather consistently accompanied by written language. Each of the four series of books had its individual selection of phases to be emphasized, sentence study being the only phase that was stressed in more than one of the series. Miner found

that courses of study and textbooks did not emphasize the same activities.

Dawson (30) in 1929 reported a study of five recent seventh grade texts in which she made an analysis of the number of mentions of progressive tendencies and computed the amount of page-space allotted to various items of mechanics and usage. She found that textbooks published at that time put emphasis on five progressive tendencies—the extension of vocabulary, the audience situation, drill on mechanics, an elaborate technique in written composition, and emphasis on oral composition. Many social situations were provided. In comparing the results of her study with those of Lyman's (25) made five years earlier, Dawson found an increased emphasis on "functional grammar" and standards for composition. In 1936 and 1937, Dawson (31) published the results of a similar analysis of six sixth-grade textbooks. Besides checking against a recent statement of progressive tendencies (Roy Ivan Johnson's in *The Elementary English Review*), Dawson compared the offerings of the "traditional" hodge-podge type of textbook with those of books organized in units. She found that recent books, in general, stress enriched experience, the appreciation of literature, correct usage, the mastery of written mechanics, and the setting up of standards which have been objectified by models. The unit-organized books give less attention to correct usage and more to literature than to those of the traditional type. The unit-type of textbook also provides for strong motivation and definite standards of expression. Dawson found the six books to have individual patterns in emphasis, there being no consensus of thought and practice among the authors. In regard to the emphasis on progressive tendencies, she concluded that "recent textbooks should be

really functional in their results, first because of their use of natural situations where pupils are likely to be spontaneous and, second, because of the repetitive nature of the contents." The use of the various functional centers, socialized procedures, and audience situations is particularly evident in the "progressive" unit-organized books. These also emphasize cumulative standards and practice on written mechanics. There is some trend away from topics based on life experiences to those based on reading materials in the social studies, natural sciences, or literature. She criticised recent books as follows:

The neglect of spelling and opportunities for enriching the program for superior pupils, the non-functional nature of most of the grammar, and the failure to make systematic inventory of expressional needs are serious deficiencies. . . . Curriculum-makers are still in a quandary as to what materials to include, what progressive tendencies to emphasize, and how to care for individual needs and local interests. Studies of grade-placement are greatly needed. (31:94-95)

In 1932, Jakobs (37) determined the oral expression content of certain seventh and eighth grade English textbooks. As bases for evaluation of their contents, she assembled a list of (a) social needs as revealed by professional literature and (b) fundamental social activities as shown by previous experimentation. Jakobs found that none of the series of textbooks examined was adequate in its provision for all essential activities and made a particular point of recommending that conversation and listening should be more stressed and that teachers feel responsibility for supplementing textbooks so as to provide more situations of genuine social value.

Galleher (32) in 1934 made an analytical study of the content of ten textbooks and eleven courses of study for the primary grades in order to determine the

inclusions, comparative grade-placement, amount of practice, and extent to which stress on items was in accordance with the importance of said items. Bases for evaluation were determined by integrating the results of related investigations and the statements of authorities. She found that, though authors of textbooks and courses of study for the primary grades agree on presenting only a few capitalization and punctuation skills in first and second grades, they do not agree on the identity and number of skills presented nor in the amount of space given to them. She concluded:

In general, more practice is given to the more important skills and less practice to the less important skills, but many important skills are omitted and courses of study for the primary grades show wide variation in content, in grade-placement, in the amount of space given to the various skills, and as to what skills should receive the most emphasis. (Page v of abstract of thesis.)

Johnson (38) was especially concerned with the attention given to letter writing in textbooks devoted to composition and rhetoric. In forty textbooks published before 1927, he analyzed the sections devoted to letter writing and listed all statements of the characteristics of the content recommended as desirable in social letters. In fifteen books in business English and in eleven general composition texts, he similarly determined the attention given to business letters. He found a wide spread of opinion in regard to the desirable characteristics of social correspondence, and in regard to business letters he concluded "*that the lack of adequate and consistent academic prescription is a more nearly just charge against the textbooks' treatment of letter-writing than academic nonconformity to best business practices.*" (Pages 70-71.) He continued: "Through a content analysis of a large number of textbooks it has been shown that comparatively little sub-

ject matter can be found in current composition texts which is directly applicable to instruction in a completely functionalized course." (Page 88.)

Stormzand and O'Shea (7) made a many-branched study concerned with the determination of adult standards of usage, with the comparison of "usage in school compositions often in the form of clearly-marked developmental trends with the adult standards," and with the checking of these against the offerings of grammar in textbooks. As stated before (March), Stormzand and O'Shea found wide variations in emphasis in the textbooks that they analyzed. The following conclusions are representative.

Much of the traditional course in grammar may safely be relegated to an appendix in the textbook. We have at least two scientific criteria, frequency of usage and frequency of error, to show what refinements of logical technicalities have no place in a course which has such an important function as the inculcation of correct habits of speaking and writing, and which has so largely failed in its outcomes because the time devoted to the subject has not been profitably employed. So much time has been taken on non-essentials in classifying, analyzing, and parsing that the important functional values could not be adequately emphasized. . . .

The fundamental method of determining the content of an English grammar course must be, with only occasional exceptions, the relative frequencies of usage . . . However, as a complementary principle to the foregoing, it is also true that frequency of usage cannot alone be taken as a criterion of grammatical teaching. It has been pointed out in detail that there are a number of grammatical phenomena which occur very frequently. But, since they seem to offer no opportunity for error, their relative importance on the basis of frequency in use must be modified. Other constructions present such evidence of common violation that they must be emphasized out of proportion to their relative frequency of use. (Page 205.)

In 1928, Hannah (34) reported an investigation to which she compared subjects chosen by sixth-grade children for spontaneous composition with a list of topics suggested by six textbooks, two methods books, and two courses of study.

After a detailed listing of topics mentioned by both the books and the children and by either source alone and after determining the "preferred lists" in books and for either or both sexes of children, Hannah concluded that children's interests are varied and cover a large range of activities, that there are decided sex differences—only 22 per cent correspondence—and that, of 384 topics that were listed by the children, 38.1 per cent were not mentioned in the books. Also the children failed to suggest 39.6 per cent of the subjects that were included in the books. Hannah concluded that it "would appear that the authors of textbooks have not realized the abundance of materials and ideas which the pupils possess and that their interests are not in many cases the same as the children's." (Page 41.) Of 393 subjects included in the books, 70.7 per cent appeared in but one of the books. The authors apparently had had no objective basis for their choice, as is witnessed by the great diversity of the topics.

Gross (33) in 1932 made a somewhat similar study except that she compared topics named in textbooks with those included in children's spontaneously written letters. Among the 132 frequently mentioned "raw topics" in letters, there was an almost complete lack of abstract topics. The following classifications predominated: school, family relationships, sports and games, and pets and animals. In textbooks, she found 582 topics in all—110 of them occurring five times or more. Among these were many general topics, such as "Indian life," and abstractions, such as "thrift" or "kindness." There were but 40 topics common to both lists. Gross concluded that children write about specific and concrete experiences and show particular interest in affairs of family and school, whereas textbook

writers use topics of a general nature and with bearing on character traits.

In 1932, Holtman (36) made a comparison of pronoun usage in written composition as related to textbook drill and attempted to determine which errors are most prevalent in the writing of children. She dealt only with children of average intelligence in grades four, six, and eight, her personnel coming from twenty schools in seven states. The six series of textbooks that were in use in these schools were analyzed. Holtman found that personal and relative pronouns had first and second rank in their frequency of mention in both the textbooks and the themes. Five uses of the personal pronoun and three uses of the relative pronoun were found in the themes of all grades. Children attempted more use of the demonstrative and indefinite pronouns than was provided by the drill in the textbooks. The greatest percentage of errors by grades was as follows:

	IV	VI	VIII
Relative pronouns	21.2	24.8	10.2
Personal pronouns	10.7	7.8	5.2

Only personal pronouns were presented below fifth grade in the books under consideration. However, "pupils in all three grades used all classes of pronouns regardless of the amount or lack of drill given in each specific grade." (Page 101.) Holtman recommended that textbooks give more attention to the relative pronoun in the lower grades, to the use of the indefinite pronoun—not *you*—, and to the avoidance of vague antecedents.

Summary of Current Practices

Though most of the studies that have involved the analysis of textbooks have been extremely narrow in scope and limited in sampling, they have been sufficient in number and closely enough related to warrant certain general conclusions in regard to the selection and grade-

placement of, and the comparative emphasis on, materials in the elementary English books of the past decade. Moreover, the review of the thirty-two investigations of current practice seems to have made apparent some recent changes and probable trends in English teaching as it is influenced by the use of a textbook.

In the first place, more than half of the studies (8, 10, 11, 12, 13, 14, 15, 18, 20, 21, 22, 23, 30, 31, 32, 36, 38, and 39) have revealed the extreme diversity of textbooks in the selection and organization of, and the emphasis given, the items included in the books. In matters as objective even as punctuation and capitalization, there is little agreement as to a program for teaching these skills. In pupil activities, in teaching devices, in topics of discussion, in the treatment of the phases of grammar, there is similar diversity. However, though series of textbooks differ greatly in the choice and treatment of the detailed items, there is usually "general uniformity in the major phases of language." (18, 24)

Textbooks not only disagree among themselves, but they do not correspond with courses of study. (12, 22, 32, 39) Neither do the books parallel the demands made by everyday expressional situations. Stormzand and O'Shea (7) devised the "error-quotient" as a means of ascertaining the cruciality of grammatical instruction, this quotient taking into account both the frequency of usage and the opportunities for error. Johnson (38) and Gross (33) found inadequacies in books as revealed by the demands of letter-writing. Cesander (14) and Irwin (21) noted wrong grade-placements and omissions in regard to items of punctuation that children really need in their written expression. Holtman (36) ascertained the same maladjustments in regard to pronouns. Akey (8), Page (26), and

Hannah (34) found that authors of textbooks, for the most part, fail to select topics of real-life value and of intrinsic interest to children.

There is apparent a definite trend toward increasing functionality of materials incorporated in textbooks. Dyer (19) in 1925 found evidence of non-functional learning activities, little correlation with other lessons, and abstract development of skills that actually were not used until some subsequent grade. Later investigators (12, 24, 29, 30, 31) found distinct evidence of vital expressional situations, the use of life experiences, inductive development of language concepts, careful guidance, and the use of standards. Page (26), however, decried the continued nonfunctionality of the expressional situations set up in recent textbooks. It seems that the most recent books for which reports are available are stressing correlation with other subjects (26), possibly at the expense of opportunities to utilize life experiences (31). This tendency is paralleled by the one to organize materials on the unit basis (30, 31). Several investigations (12, 25, 27, 39) indicate a trend toward functional grammar, though Dawson (31) evidently believes that much of the grammar included in the late books is not actually made to function in improving the expression of the pupils. Probably there is a difference of opinion as to what constitutes functional grammar.

Uniformly there has been stress on correct usage, varied practice materials, and sentence sense. However, every series of books that has thus far been analyzed—in studies available for this yearbook—seems to have omissions and maladjusted emphasis so serious as to require wide supplementation and careful readjustment by the classroom teacher. (21, 32, 37, 42) What is notable in the late books is a more systematic program of practice

exercises (24, 31) which involves frequent and well distributed repetition of the minimum essentials—as defined by the respective authors. Mechanical phases are quite functionally treated (26). Books are still rated as inadequate in their specific application of problems of current usage (26), their use of objective standards and measures (24, 25, 30, 31), their training in organization (20, 30), their guidance in revision and individual spelling needs and their provision for developing the abilities of superior pupils (30), their adaptation of materials to age-levels (16, 21), and their simplification of materials for lower ability-levels (24, 30).

More studies as comprehensive, thorough, and significant as those of Cesaender, Johnson, and Stormzand-O'Shea are needed. The check of textbooks' materials against the demands of current living and the established interests of children is only begun. If textbooks are to be the basis of much of the English instruction of the country, authors of such books should have at hand reports that will guide in the selection, placement, organization, and presentation of the materials to be incorporated in the books.

C. SELECTION OF TEXTBOOKS IN ENGLISH

This section of the review contains six reports of a pseudo-scientific nature. These were concerned with objective techniques for selecting textbooks in elementary English. They are characterized by their use of the results of previous research—with two exceptions—rather than by being research within themselves.

In 1925, Caverly (41) made a preliminary report to the National Council of Teachers of English. In it, he stated several principles that should guide in the construction of a check list or score card to be used in selecting textbooks in Eng-

lish. These principles were (a) accuracy in the choice of items, (b) objectivity in judgments that would deal with facts about a book, not a person's opinion of the book, and (c) preparation of a type of scoring device that would justify educators' acceptance of its ratings as more reliable than their own individual judgments. As corollaries, Caverly made the statements that the deliberate conclusions should be based on experts' experimental efforts to find the truth and the scoring device should be adaptable to the local situation. In conclusion, he suggested a list of nineteen questions to guide in the analysis of a language book.

In 1932 and 1933, Smith (44, 45) gave another committee report on the evaluation and "evolution" of textbooks in composition. This was in the nature of a check list derived on the basis of bibliographical research for reports of investigations. Her purpose, as stated, was "to raise for consideration certain questions of paramount importance in the selection of textbooks in composition" by presenting a check list featuring critical issues. This list differed from a score card in that it provided for no subjective weighting of items; but it carefully defined a scheme for rating each point and the absolutely essential points were starred. Any summation of values was restricted to major divisions. The items in the check list were concerned with questions of social utility, the evaluation of the products of composition, direction and guidance, organization, individualization of practice, and grammar.

Maxwell (43) in reporting on the use of score cards in evaluating textbooks included an original score card for rating textbooks in composition. This card had been derived from the results of Dawson's analysis of seventh-grade textbooks (30) and consisted of the items found to

be significant in this analysis. These items, the bases of their evaluation, and the techniques to be followed during the process of evaluation were all carefully defined. There was to be no summation of the individual items' values, but rather there was to be a rating only of each major section of the card. The numerical value of each sub-phase within each section had been assigned by getting a composite judgment based on the recommendation of a small committee of experts in English. Persons using the score card would arrive at a reasonably objective evaluation of a textbook, but only after the expenditure of considerable time and effort.

Andrews (40) in 1935 put to use the committee report of the National Council (44, 45) by applying it as a score card to seven series of recently published textbooks for grades five and six. Seven elementary teachers gave individually derived evaluations which Andrews then integrated by combining the scores and reducing them to percentages of a perfect score per item of the score card. After assigning the relative values to each of the series of textbooks involved in the evaluation, he concluded that "a carefully devised score card is an excellent method by which a textbook may be selected. . . . Rating textbooks by use of a score card appears to be somewhat of a subjective task. The opinions of various individuals differ greatly. But the score card serves as a guide to the different scorers. The judgments are more uniform and perhaps exact."

In 1935, Keirnes (42) attempted to "discover what the estimate of elementary school teachers, principals, and supervisors is about elementary English texts as regard the following points: (a) The adequacy of kind and amount of topic content, (b) grade-placement of

content, and (c) need for additional material not emphasized in the content." One hundred and five questionnaires from experienced teachers were analyzed. Teachers reported their approval of the textbooks' grade-placement of topics, but indicated their disapproval of the distribution of emphasis on the said topics. For instance, theme writing was said to be unduly stressed, while letter writing, paragraph study, sentence study, word study, poetry, and oral English were believed to be under-emphasized. About a third of the teachers indicated that the following topics are unmentioned in the textbooks which they use: letters of sympathy, keeping records, filling in forms, writing announcements, writing summaries, proper method of note taking, outlining materials read, and setting up written composition standards. Most of the teachers approved the amount of emphasis accorded the punctuation and capitalization skills and thought the choice of correct usage items to be appropriate. However, they were of the opinion that the following phases are under-emphasized: correct usage, enunciation, pronunciation, voice, copying, development of sentence and paragraph sense, and the development of vocabulary. They considered the distribution of practice to be well planned, but the amount to be inadequate. Almost four-fifths of the teachers recommended the inclusion of selections of good literature, games, and pictures.

Teachers made the following suggestions for the improvements of English texts: (a) the addition of oral and written composition topics used most frequently in life outside the classroom, (b) more practice and drill exercises, (c) a greater variety of tests and games, (d) more good poetry, quotations, modern stories, and literary selections, (e) a complete manual of teaching devices, (f) workbooks for pupils, and (g) use of simpler language and better organization in the texts used by children. (Page V.)

Only one conclusion seems justified in regard to the status of techniques for objectively evaluating textbooks: We do not as yet have a satisfactory technique for doing so. Possibly one may eventuate from the research in progress at some of the University laboratories.

III. SUMMARY

The careful reader of this report cannot but be impressed with the idea that there is a fruitful field for research in respect to textbooks in elementary English—not so much in regard to textbooks as they *are* as in respect to what they *should be*. The great diversity in the choice, placement, and development of topics in texts reflects the uncertainty of authors as to the optimum in selection and organization of materials for the books. A comprehensive, yet detailed program of research is essential if textbooks are to render their best service in English teaching. Teachers and pupils should have available materials and techniques of proved value and efficiency.

Specifically, problems needing investigation and careful consideration are:

1. What philosophy of education should direct the writer of textbooks and the teacher of children? Recent committee reports and year-books are not in perfect accord, as note *An Experience Curriculum in English*, *The Development of a Modern Program in English*, and

The Teaching of Reading: a Second Report.

2. What is the place of language in the school program? Should it be confined largely to the acquisition and improvement of expressional skills demanded in other subjects; or should it be a course complete in itself where expression and skills are both emphasized? In other words, should textbooks be in the way of handbooks; or should they be compilations of literature, science, social situations, practice exercises, and everyday experiences that are featured in the pupils' communication?
3. How can recommended contents for textbooks be validated?
4. Which materials will survive the experimental validation?
5. How should textbooks be organized: in units that incorporate both communication and practice exercises; in sections where communication and practice are separated; as handbooks to be used in order of need, the organization being logical per phase?
6. How can authors present their materials so as to encourage and aid teachers in specific attention to individual needs and proficiencies of pupils?

Editorial

Thanksgiving

IN HER ARTICLE in this issue ("Suggestions for Correlation of English with Other Subjects") Miss Leake points out that the English teacher is frequently called on to teach other subjects. Various combinations of English and the social sciences are especially common; and this is not to be wondered at, for English is, fundamentally, a social study. The writing of a letter, for example, penetrates deep into human experience, and involves the very essentials of character and personality.

To make English merely a form subject, concerned exclusively with the techniques of expression, is to rob it of significance and its rightful place in the curriculum. The primary function of English as a school subject is training in social communication. The problem of technique is subordinate. Form and polish, structure and pattern, are highly important, but only as servants of social expression.

All of these statements have been made over and over again during the last decade and a half. So, accepting them, it will be seen that the English teacher has as many opportunities as the social science teacher, or that recently-created specialist, the teacher of character education, to foster the social virtues. And conditions of life today demand that she do so unceasingly, for never have there been more spectacular violations of the rights of society. American teachers have always worked loyally at the colossal task of strengthening and humanizing civilization, and that this country is relatively free from the savagery that threatens the old world is due, in part, to their heroic efforts.

Today, more than ever, neglect to strengthen and nurture such basic qualities as liberality of mind, generosity, and gratitude, is to allow selfishness, cowardice, and brute force to flourish.

Thanksgiving offers an occasion for the English teacher to encourage expression of one of the comeliest, although rarest, of the social virtues—gratitude.

English teachers can quicken thankfulness by asking children to tell, or to write, what they are truly glad they have. How successfully this may be done is shown by the poem on page 252. The verses are touching when one realizes that, from our comfortable, complacent point of view, this Indian child had almost nothing to be thankful for. Yet the sincerity of his gratitude is unmistakable, and clearly inspired by excellent teaching. Such teaching as this can revive, in pageant and drama, the age-old impulse to rejoice over the harvests.

Evidences of ingratitude are all about us. They range all the way from dull acceptance of comforts as part of daily life, to active jealousy, envy and spite expressing themselves in violence. Yet we, in the Western World, are better clothed, better fed and housed, furnished with more entertainment, offered more freedom, and enabled to enjoy better health, all with less personal effort, than ever before in the history of the human race.

We have been told, though, that we are spiritually poor. Perhaps we are. Then gratitude is one sure way out of such poverty, and the teacher who quickens thankfulness in her pupils, as Joe King's teacher did, is truly enriching children's lives.

Shop Talk

A Handbook of Good English

The National Conference on Research in English announces the publication, in January, of *A Handbook of Good English for Boys and Girls*. This is a manual of style for use in grades four to six, inclusive.

The Handbook is designed: (1) to present the ordinary forms of English usage which children may need in their daily activities at school and elsewhere; (2) to have this information in convenient and well-indexed form; (3) to present the materials as a reference book suitable to supplement any series of textbooks or any system of teaching English; and (4) to express the information in vocabulary suitable, in interest and difficulty, to grades four, five, and six.

The Handbook is a result of group effort. Its authors are: Delia E. Kibbe, Department of Public instruction, Madison, Wisconsin; Lou L. LaBrant, Ohio State University; and Robert C. Pooley, University of Wisconsin. The manuscript was reviewed and criticized by a committee consisting of Mata V. Bear, Division of Tests and Measurements, St. Louis Public Schools; E. W. Dolch, University of Illinois; Jessie L. DuBoc, Montana State Teachers College; Alfred S. Lewerenz, Department of Educational Research and Guidance, Los Angeles Public Schools; the late R. L. Lyman; Maude McBroom, University of Iowa; Sidney Pressey, Ohio State University; Fannie Ragland, Cincinnati Public Schools; and Caroline Trommer, Editor, Boston Teachers News Letter.

The volume deals with such matters of everyday concern as answering the telephone, holding a conference, making reports, taking notes, as well as capitalization, usage, spelling, and use of the dictionary.

The Conference states that the Handbook is designed to supplement, not to replace, language texts.

Radio and Education

"Bring the world crisis into the classroom" advises John W. Studebaker, United States Commissioner of Education. Dr. Studebaker offers this advice especially to high schools and colleges, but it may be applied, to some extent, in the upper elementary grades also.

English teachers, and all theatre lovers cannot but be delighted at the announcement by the National Broadcasting Company of the presentation of a series of "Great Plays." These are being produced each Sunday afternoon (1:00 p.m. Eastern Standard Time) from October 16 to May 2. Three of the plays to be presented hold interest for children of elementary school age. They are, *Midsummer Night's Dream* (November 13), *Peter Pan* (March 28), and *The Blue Bird* (April 2).

Classroom Books

"Our Animal Books." A Series in Humane Education.

Frances E. Clarke, editor. Seven volumes for Kindergarten through Grade VI. D. C. Heath.

Fuzzy Tail (Primer). By Arensa Sondergaard. 72c
Sniff (Book I). By James S. and Martha Kelly Tippet. 80c

Pets and Friends. (Book II). By Emma A. Myers. 84c

The Pet Club (Book III). By Kathrine W. Masters. 92c

On Charlie Clarke's Farm (Book IV). By Katharine L. Keelor. 72c

Our Town and City Animals (Book V). By Frances E. Clarke and Katharine L. Keelor. 76c

Paths to Conservation (Book VI). By James S. Tippet. 88c

In spite of the efforts of humane societies, there are numerous daily evidences of cruelty to and neglect of animals. This series will therefore be doubly welcome, for it meets all the requirements of readers, and has the additional virtue of valuable content, the proper care of pets. The information is given in story fashion, interesting and without exhortation or preachment, without, indeed, any dwelling upon cruelty or unkindness. Miss Frances E. Clarke, the editor of this admirable series, has been prominent as president of the New York S. P. C. A.

Elementary English Handbook (I and II) by R. W. Bardwell, Ethel Mabie, and J. C. Tressler. Illus. by C. E. B. Bernard. D. C. Heath, 1938. Book I—68c. Book II—80c

"New Method Readers." Longmans, Green

Nine Fairy Tales. Simplified by Michael West. Illus. (Grade I), 1937. 20c (Paper)

Kalulu the Hare. By Frank Worthington. Simplified by Michael West. Illus. by the author. (Grade II) 1937. 24c (Paper)

Children of the New Forest. By Capt. Marryat. Simplified by Michael West. Illus. (Grade III) 1937. 40c (Paper)

A Journey to the Center of the Earth. By Jules Verne. Adapted and rewritten by H. E. Palmer 1938. 56c

For use with foreigners learning English, and admirably suited to this purpose. The introduction states that the series is based on the following principles: "(1) Common words are more important than less common words. (2) Common words should be and can be more easily learnt than less common ones."

The Caravan of Nick and Dick. By Arthur I. Gates, Franklin T. Baker, and Celeste Comegys Peardon.

Illus. by Florence McAnelly. Macmillan, 1938. 88c
This volume is the third reader of "The Good Companion" series. It is an anthology, held together by a slight story of a trailer book-store. There are teaching helps, and a limited vocabulary.

"The Child Development Readers." Edited by Julia Letheld Hahn. Houghton Mifflin Co.

Exploring New Fields. By Beryl Parker and Julia M. Harris. Illus. by Hildegard Woodward and P. O. Palmstrom. 1938. 92c

Tales and Travel. By Julia Letheld Hahn. Illus. by P. O. Palmstrom and Elizabeth Tyler Wolcott. 1938. 96c

Highways and Byways. By Beryl Parker and Paul McKee. Illus. by George and Doris Hauman and Dorothy Bayler. 1938. \$1.00

These books for intermediate grades are distinguished by many interesting photographs and a variety of material—geographical, scientific, biographical, historical, sociological. "Something to talk about," and "Something to do," are offered as teaching helps after each section.

Through by Rail. By Charles Gilbert Hall. Macmillan, 1938. \$1.32

A social studies reader distinguished by good literary style and exceptionally interesting illustrations. The context presents the development and present status of the railroads.

Skyways. By Charles Gilbert Hall. Macmillan, 1938. \$1.32

Similar in style format to "Through by Rail."

Here Mr. Hall tells the stirring tale of man's ancient desire to fly, and the courageous efforts, through the centuries, which culminated in the Wrights' successful flight in 1903.

The Mail Comes Through. By Charles Gilbert Hall. Macmillan, 1938. \$1.32

The author senses the romance of these conquests of space, and tells of them with ardor and enthusiasm.

Erik and Britta, Children of Flowery Sweden. By Virginia Olcott. Illus. by Constance Whittemore. Silver Burdett, 1937. 84c

Another volume in the handsome and useful "World's Children" series. There is no plot; the narrative is a series of incidents illustrating the resources and customs of Sweden. There is much in the book that will arouse a lively interest—songs, the accounts of the Midsummer Eve festivities, and the Yule Buck.

Offstage. Making Plays from Stories. By Marguerite Fellows Melcher. Illus. by Hilda Richman. Knopf, 1938. \$1.50

An admirable little book, addressed to children of

elementary school age. It offers practical help in writing and staging plays. Chapter headings include: selecting the place; the time; the plot; dialogue; costumes; scenery; lighting; and sounds. Each discussion is illuminated with numerous examples. The book would be a valuable addition to a school or public library collection, and it would give immense pleasure in a child's own personal library.

Book and Library Plays for Elementary and High School Use. Edith M. Phelps, editor. H. W. Wilson Co. 1938. \$2.25

Sixteen plays for use in Book Week celebrations, parent-teacher programs, and school assemblies. Purchasers of the book may rent special paper-bound copies for use by members of the caste in studying their parts, at 25c a month.

The National Council of Teachers of English

"Evaluating the Program in English" will be the theme of the twenty-eighth annual meeting of the National Council of Teachers of English, to be held in the Hotel Jefferson, St. Louis, November 24-26. The Elementary School Section, of which Miss Mary D. Reed of Indiana State Teachers College, Terre Haute, is chairman, will hold its conference on Saturday morning. The program is as follows:

Presiding, Jennie Wahlert, St. Louis, Missouri

A Plan for Co-ordinating Teacher Effort as a Means of Improving the English Program—Amanda Lotze, Montrose School, Terre Haute, Indiana

Next Steps in the Instructional Program with Emphasis on the Work of the Middle Grades—M. M. Kendig, Institute of General Semantics, Chicago

The use of Current Publications—

Reading for Fun—Eloise Ramsey, Wayne University, Detroit

Story Parade—Beryl Parker, New York University,
Handbook of good English for Boys and Girls (a forthcoming publication of The National Conference on Research in English)—Lou L. LaBrant, Ohio State University

The Proposed Publication of the Elementary Section—"Teaching of Language and Literature in the Elementary School"—Mary D. Reed, Indiana State Teachers College, Terre Haute, Indiana

Also of interest to elementary teachers will be the session on reading on Friday afternoon. Professor William S. Gray of the University of Chicago will discuss "Reading in General Education," and Dr. Lou L. LaBrant of Ohio State University will talk on "Literature Aspects of the Reading Study," after which there will be a general discussion.

Spelling Difficulties

The spelling pitfalls that await school children have recently been recorded by the Arizona State Department of Education in co-operation with the Work Progress Administration. The study extended over a four-year period, during which 88,072 spelling papers were examined. The papers came from grades three through eight.

Spelling tests used in the investigation were based on Arizona's elementary school course of study. Each test included both easy and difficult words, some offered in unconnected form, and others incorporated in running text.

Tabulated results of the study show that a third or more children misspelled the following words:

Third grade: *beginning, carried, cousin, doesn't, engine, finished, piece, pigeon, recess, seemed, sitting, squirrel, watch.*

Fourth grade: *beginning, dropped, earliest, handkerchief.*

Fifth grade: *attic, receive, received, trimmed.*

Sixth grade: *advice, necessary, peculiar, petrified, receipt, sensible, sincerely, trimmed.*

Seventh grade: *immediately, receipt, referred, restaurant, sensible.*

More than half the eighth grade pupils misspelled *principle*.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

Of The Elementary English Review published monthly from October through May at Detroit, Michigan and Seymour, Ind. for October, 1938.

STATE OF Michigan

COUNTY of Wayne

} ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared J. L. Certain, who, having been duly sworn according to law, deposes and says that he is the business manager of the Elementary English Review and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
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Business Managers—J. L. Certain, Detroit, Michigan Managing Editor

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) C. C. Certain, Detroit, Michigan

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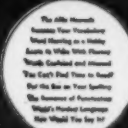
J. L. CERTAIN, business manager.

Sworn to and subscribed before me this 18th day of October, 1938.

[SEAL.]

L. LESLIE BOYD, Notary Public, Wayne County, Mich.
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